

FASHION MERCHANDISING

(FASH MERCH)

5962

CIP Code: 52.1902 Fashion Merchandising

Fashion Merchandising is a specialized marketing course providing instruction in the marketing of apparel and accessories of all kinds. Emphasis is placed on oral and written communications, problem solving and critical thinking skills as they relate to apparel design, selling, pricing, distribution, fashion promotion, visual merchandising, fashion cycles, fashion theories, and career opportunities in the fashion industry. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects in the marketing functions such as those available through the DECA program of co-curricular activities.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Marketing Foundations
- Credits: A two- to four-credit course over two to four semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards and performance expectations and Indiana Academic Standards integrated at:
<http://www.doe.in.gov/octe/bme/curriculum/contentstandardsme.htm>
- Teacher Requirements: A vocationally licensed (CTE) marketing teacher must teach this course: <http://doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed marketing teacher, <http://www.doe.in.gov/octe/>
- Career Clusters: A component for several career pathways in the Marketing, Sales & Service career cluster
- Career pathway information: <http://www.doe.in.gov/careerpathways/>

Course Content Standards and Performance Expectations

FM1 Overview of the Fashion Industry

FM 1.1 Content Standard: Students become familiar with the history of fashion

Performance Expectations

- FM 1.1.1** Outline the influence of historical figures and events on fashion
- FM 1.1.2** Discuss the role of unionization in the garment industry
- FM 1.1.3** Summarize economic and political influences in the fashion industry
- FM 1.1.4** Discuss important designers who have influenced the fashion industry

FM 1.2 Content Standard: Students understand the fundamentals of economics in fashion

Performance Expectations

- FM 1.2.1** Describe the basic forms of business organizations (sole proprietorships, partnerships and corporations)
- FM 1.2.2** Analyze the concepts of supply and demand
- FM 1.2.3** Examine the impact of government regulations on the fashion industry

FM 1.3 Content Standard: Students explore trends in fashion

Performance Expectations

- FM 1.3.1** Explain the use and importance of fashion cycles
- FM 1.3.2** Discuss influences on fashion trends
- FM 1.3.3** Distinguish between fashion leaders and fashion followers
- FM 1.3.4** Differentiate between fashion trends, fads and classics
- FM 1.3.5** Discuss the basic silhouettes and their impact

FM 1.4 Content Standard: Students understand marketing concepts related to the fashion industry

Performance Expectations

- FM 1.4.1** Describe the marketing mix
- FM 1.4.2** Differentiate between marketing and merchandising
- FM 1.4.3** Explain the concepts of market segmentation
- FM 1.4.4** Distinguish the various channels of distribution in the apparel and accessories industry

FM 2 Apparel Design

FM 2.1 Content Standard: Students understand fundamentals of color, line and design

Performance Expectations

- FM 2.1.1** Apply elements and principles of line and design
- FM 2.1.2** Analyze the impact of color on fashion
- FM 2.1.3** Use principles of color psychology
- FM 2.1.4** Evaluate color schemes based on the color wheel

FM 2.2 Content Standard: Students explore the world of fashion design

Performance Expectations

- FM 2.2.1** Identify the world's fashion centers and their specialties
- FM 2.2.2** Recognize influential design names and labels
- FM 2.2.3** Describe how designers capitalize on name recognition
- FM 2.2.4** Summarize the designing process for fashions

FM 3 Visual Merchandising

FM 3.1 Content Standard: Students understand the purpose of store presentations

Performance Expectations

- FM 3.1.1** Explain importance of visual merchandising
- FM 3.1.2** Select appropriate display fixtures, props and backgrounds
- FM 3.1.3** Create store layout and merchandise flow
- FM 3.1.4** Explain the use of various display arrangements
- FM 3.1.5** Assemble and maintain displays

FM 4 Fashion Promotion

FM 4.1 Content Standard: Students understand the role of promotion in the fashion industry

Performance Expectations

- FM 4.1.1** Discuss how promotion influences and develops fashion trends
- FM 4.1.2** Explain types of media used in fashion promotion
- FM 4.1.3** Analyze the importance of special promotional events
- FM 4.1.4** Plan a promotional event using an appropriate promotional mix

FM 5 Product Knowledge

FM 5.1 Content Standard: Students understand how to characterize textiles

Performance Expectations

- FM 5.1.1** Identify the characteristics of natural and man-made fibers
- FM 5.1.2** Explain the relationship between fabric characteristics and product use
- FM 5.1.3** Describe fabric construction and finishing procedures commonly used in the fashion industry

FM 5.2 Content Standard: Students understand the fundamentals of product classification and size specifications

Performance Expectations

- FM 5.2.1** Explain how women's apparel is sized and classified
- FM 5.2.2** Describe the classification and sizing of men's apparel
- FM 5.2.3** Discuss how children's wear is categorized, featured and sized
- FM 5.2.4** Plan a collection/line of apparel for different lifestyles and seasons

FM 5.3 Content Standard: Students understand the use of accessories and cosmetics in the fashion industry

Performance Expectations

- FM 5.3.1** Name various accessory groups
- FM 5.3.2** Recommend appropriate accessories to complement apparel
- FM 5.3.3** Describe how products in the cosmetics industry (cosmetics, toiletries, and fragrances) are used to complement fashion apparel and accessories

FM 6 Selling

FM 6.1 Content Standard: Students understand buying behaviors

Performance Expectations

- FM 6.1.1** Identify buying motives
- FM 6.1.2** Classify different types of customers

FM 6.2 Content Standard: Students develop customer service skills

Performance Expectations

- FM 6.2.1** Analyze the importance of customer service as it relates to the fashion industry
- FM 6.2.2** Specify the perception of quality service and how it can impact sales
- FM 6.2.3** Describe several store functions classified under customer service

FM 6.2.4 Demonstrate customer service skills in order to meet customer needs

FM 6.3 Content Standard: Students demonstrate the fashion selling process

Performance Expectations

FM 6.3.1 Acquire information for use in selling

FM 6.3.2 Open a sales presentation using an appropriate approach

FM 6.3.3 Identify customer needs and wants

FM 6.3.4 Present features and benefits of the merchandise

FM 6.3.5 Determine method(s) to use when handling different types of objections and excuses

FM 6.3.6 Close the sale

FM 6.3.7 Recommend techniques for suggestive selling of supplemental merchandise or add-ons

FM 6.3.8 Maintain customer relations through the leave-taking and follow-up process such as:

- Method of payment
- Returns, exchanges and adjustments
- Special orders and delivery arrangements
- After sale communication

FM 7 Career Opportunities in the Fashion Industry

FM 7.1 Content Standard: Students research career opportunities in the fashion industry

Performance Expectations

FM 7.1.1 Identify personal traits important for a fashion career

FM 7.1.2 List educational requirements

FM 7.1.3 Describe how to gain preliminary work experience

FM 7.1.4 Explain what compensation can be expected in fashion careers

FM 7.1.5 Summarize the probable future for employment in the fashion industry

Indiana Academic Standards Integrated into Fashion Merchandising

English/Language Arts

Standard 4

WRITING: Process

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).

Research and Technology

- 12.4.7 Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.
- 12.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or creating annotated bibliographies.
- 12.4.9 Use technology for all aspects of creating, revising, editing, and publishing.

Evaluation and Revision

- 12.4.11 Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.

Standard 5

WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 12, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description; to produce reflective compositions, historical investigation reports, and job applications and résumés; and to deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 12 students use the writing strategies outlined in Standard 4 — Writing Process to:

- 12.5.4 Write historical investigation reports that:
 - use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
 - analyze several historical records of a single event, examining critical relationships between elements of the topic.
 - explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
 - include information from all relevant perspectives and take into consideration the validity and reliability of sources.
 - include a formal bibliography.
- 12.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.
- 12.5.8 Deliver multimedia presentations that:
 - combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
 - select an appropriate medium for each element of the presentation.
 - use the selected media skillfully, editing appropriately, and monitoring for quality.
 - test the audience's response and revise the presentation accordingly.

Standard 6

WRITING: English Language Conventions

Students write using Standard English conventions.

- 12.6.1 Demonstrate control of grammar, diction, and paragraph and sentence structure, as well as an understanding of English usage.
- 12.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.
- 12.6.3 Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 12.7.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.

Organization and Delivery of Oral Communication

- 12.7.4 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 12.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
- 12.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications

- 12.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).

Math

Standard 9

Mathematical and Reasoning and Problem Solving

Students use a variety of strategies to solve problems.

- A1.9.1 Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guess-and-check, solving a simpler problem, writing an equation, and working backwards.
- A1.9.2 Decide whether a solution is reasonable in the context of the original situation.

Economics

Standard 2

Supply and Demand

Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

- E.2.1 Define supply and demand.

- E.2.2 Identify factors that cause changes in market supply and demand.
- E.2.4 Describe how prices send signals to buyers and sellers.

Standard 3

Market Structures

Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.

- E.3.1 Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.